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REPORT OF SURVEY OF DD/P SUPERVISOR'S ATTITUDES TOWARD OC No. 6
TRAINING EVALUATION REPORTS

1. Supervisor's opinion of the new training evaluation report for OC No. 6 (Including both Scales and "Eyes Only" sections). Seven had very favorable impressions of the entire report. Of the seven:

One said he particularly liked the "eyes only" section.

Two indicated that the more information the report contained the better they appreciated it.

One stated the "eyes only" section was the most important, contained good serious judgments. He stated that the most important part is the record of the instructor's selecting or rejecting an individual as the one he would like to or not like to go overseas with.

Three gave favorable replies but added the following qualifications:

One supervisor felt most important case officer qualifications were common sense, ability to manipulate people, initiative and planning ability. He would appreciate a descriptive statement in each one of these areas concerning the student upon whom the report is being written.

One stated that he would prefer a series of statements by different instructors concerning the behavior of the student. It would not disturb him if the statements were inconsistent with one another, but he would like independent judgments.

One supervisor complained that the "eyes only" section carrying the caption "Staff Impressions" had no comment. This raised questions in his mind as to why there were no comment. What was the purpose of the section? What comments were made on other people and why weren't comments made upon his employee?

2. Supervisor's opinion of the seven-point scale.

Seven of the supervisors interviewed indicated that they liked the seven-point scale. Of the seven:

One particularly mentioned that he liked the satisfactory group divided into three parts as is being done on the scale.

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Two of the supervisors indicated that this scale was superior to others which had been used in the past which showed the distribution by a series of I's and which showed a numerical distribution with the asterisks system.

Three of the people had reservations about the scale and preferred another kind. Of these three:

One indicated that he preferred a five-point scale because the process of dividing satisfactory into three parts encouraged the instructor to hedge in his judgement. He also stated that he preferred an all narrative report.

One stated that he preferred a percentage distribution of the students falling into the different categories on the seven-point scale. He also stated that he would appreciate the caption on each scale such as "cover" being followed by a definition of the type of training included under this category.

One supervisor indicated that he would like a class average score on each of the seven scales or a distribution of the students falling into this category on a particular scale. He would also, like the seven steps of the scale from fail to superior defined so he knew actually what the performance was when it fell into one of these categories. As the system now stands, the supervisor has no relative idea as to whether satisfactory is a good grade and so far as he is concerned satisfactory may mean that his man had performed as well as anyone in the class and that the excellent or superior classifications may never be used.

3. If the students receives a predominantly satisfactory performance record in his training evaluation reports, what are the implication for supervision, assignment, and the case officer's career?

Eight of the respondents said that a satisfactory did not have any particular implications in this regard. They usually added that a satisfactory profile usually mean that the individual needed good desk supervision and that they would have to spend a year or more on the home desk before he went overseas. Also, it meant that not as much would be expected of the individual as from those who received better ratings.

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Of the two remaining:

One supervisor stated that the satisfactory rating of an individual had to be considered in relation to the individual's ability, his previous training and his experience. If the individual was obviously very able and had already had some training, the supervisor would expect him to have done better. A satisfactory rating would therefore result in pressure being put upon the individual to improve his performance. If however, the satisfactory rating meant that the individual had worked very hard and not obtained what he had hoped to, the supervisory responsibility here would be to try to prevent the individual from becoming discouraged--to build up his confidence.

One supervisor stated that he was most encouraged, that the man had received a satisfactory rating. He pointed out that the individual was a GS-4 from RI whom he had never expected to do as well in the group with which he was competing.

4. When the student receives a predominately poor performance record in his training evaluation report, what are the implications for supervision, assignments, and the case officer's career?

All supervisors interviewed indicated that a poor training performance had very serious implications for the individual's career. The following is a breakdown of the responses given by the supervisors: (Note: Fourteen responses were obtained from the ten supervisors.)

<u>Number of responses</u>	<u>Responses</u>
Five -	The individual would receive closer supervision or additional training from OTR or on the job.
Five -	Supervisors would gather further information on the individual such as fitness ratings, previous performance in OTR courses, previous experience in Ops. They would also check into background information or family situations, etc. If the training evaluation report was supported by this other information, the individual may be given another assignment or transferred out of the division. If there were extenuating circumstances, the individual may be given another chance under close supervision.

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Number of Responses (Cont.)

Responses (Cont.)

One	-	Fitness reports give a better indication than training record of career potential. After a poor training record, he would wait for two or three fitness reports to appear on the individual before making his decision as to operational potential. Low satisfactory was about as low as he was willing to go for any student. He may give a poor student a chance but there was little hope.
One	-	Refer the individual to A E for assessment as potentiality for reassignment.
One	-	The individual would still have a chance if his previous record had been good on the desk, if he thought the man had goofed off, he would put considerable pressure on him.
One	-	Poor performance of the students did not make any difference in this case, because the individual was from RI and he would be performing a non-operational CE-type assignment.

5. When the student receives a predominately excellent or superior performance record in his training evaluation, what are the implications for supervision, case officer assignments, and case officer's career?

Of the seventeen different comments made by the ten supervisors, twelve indicated that an excellent or superior profile would result in an augmentation of the individual's desk training, of better assignments in headquarters, in a faster assignment to the field, and increased responsibility. The general breakdown of the responses is as follows:

Number of Responses

Responses

Four	-	better assignments
Two	-	more responsibility or leeway
Two	-	recommend for or send on field assignment more rapidly
Two	-	promote more rapidly
One	-	take a better look at the individual if he did better than the desk expected

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Number of Responses (Cont.)

Responses (Cont.)

One	-	very significant for new employee
One	-	mention on part two of fitness report
One	-	transfer from staff to area desk assignment for this particular individual
One	-	assign to field station that has high priority
One	-	higher expectation in performance
One	-	would like all persons above GS-11 to do better than satisfactory

Almost all supervisors prefaced their comments with the statement to the effect that the actions listed above would probably be taken if the training evaluation results were confirmed by previous or subsequent estimates of the individual on the desk.

6. How do you feel about the student's receiving the information they now get?

Six of the supervisors indicated that they felt the student was getting the right type of information on his training evaluation report.

Two supervisors indicated that they felt OTR should be more direct in feeding back information as to strengths and weaknesses to student. One of these, a division chief, stated that he believed the greatest mistake the Agency has made has been in not telling people about the things they are not doing well. He believes the weaknesses should be given the proper emphasis in the feedback of information to students.

One supervisor stated that he believes the instructor's opinion as to the student's interest in DD/P type work should be given to the student.

One supervisor felt that the PP project in the OC was given too much weight in the evaluation. The narrative he received stated that the individual had done better in PP type operational activities than in FI. The supervisor said he learned from the student that there was only one examination in this area; therefore, the supervisor concluded this was not a very good sampling to use as a basis for a statement of this type.

7. How would you feel about the students receiving the supplemental narrative? What would be the advantages and disadvantages?

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Nine out of ten of the supervisors stated either they would not show the "eyes only" section to the student or that it should be left up to the supervisors discretion. There was a general tendency to believe that parts of the "eyes only" section should be conveyed to the student if it contained information concerning behavior that could be improved. If the behavior was of the nature that the individual would have great difficulty to do anything about it, the supervisors generally felt that it should not be shown or passed on to the individual.

One supervisor believed that the "eyes only" section should be shown to the individual. He stated that he assumed that the evaluations represented objective appraisals and the student is a mature adult who should be able to profit from them.

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S-E-C-R-E-T

TRAINING EVALUATION

Operations Course No. 6

I. IDENTIFYING INFORMATION:

Name:		Sex	Dates of Course: 3 Mar. - 27 June 58	No. of Students 27
Date of Birth:	EOD Date:		Grade or Rank:	Office:
Projected or Present Position (from Request for Training dated				

II. DESCRIPTION OF COURSE:

The Operations Course runs for sixteen weeks and is designed as an introduction to the basic fundamentals of clandestine operations in the field. The course objective is to help the student learn and apply the principles and skills demanded of the field case officer. Emphasis is, therefore, placed on a practical work approach to clandestine tradecraft, agent handling, reporting and project management. The course also provides the student familiarity with the operational programs; i.e., FI, CI and PP, as well as with organizational support services.

III. PERFORMANCE RECORD:

The student's evaluation in the Operations Course is based on his understanding of clandestine operations as well as on his ability to perform field case officer tasks as observed by the staff over a period of sixteen weeks.

The standards set by the Staff for Satisfactory performance are high. Moreover, each Operations Course class is a carefully selected group of mature, intelligent, and able persons. Thus, it should be recognized that a grade of Satisfactory indicates that in the training situation the student understood or applied that subject of instruction in a competent manner.

The preponderance of grades fall within the Satisfactory range.

The performance of this student in each category of grading is indicated on the following page by the stamped X's.

S-E-C-R-E-T

	FAIL	POOR	LOW SAT	MID SAT	HIGH SAT	EXC	SUP
1. Agent Acquisition and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Clandestine Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Project Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Clandestine Service Operations: <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25X1

FOR THE DIRECTOR OF TRAINING

Chief Instructor, Operations Course

Chief/Field Training

EYES ONLY

S - E - C - R - E - T

Student:

Course:

Supplementary Comment

This portion of the training evaluation is for the information and guidance of supervisory personnel only. It is not intended that this portion of the report be shown to the student. It is not made a matter of record in the student's personnel file. The student's immediate supervisor is responsible for the safekeeping of this document, and it is requested that the names of others who read it be recorded on the back of this sheet.

This Supplementary Comment is to be returned to AE/OTR, 1331A R&S Building not later than 14 days from the date of receipt.

EYES ONLY

S - E - C - R - E - T

Staff Impressions

As compared with the preceding comments, the following statements relate more to the student's over-all personal characteristics and represent somewhat more subjective judgments. At the same time, like the comments above, they are based on careful observation, by several staff members, of the students in a variety of situations during the 16 weeks of the course.

FOR THE DIRECTOR OF TRAINING

Chief Instructor, Operations Course

Chief, Field Training

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